

## MACEDONIA ELEMENTARY

556 Jones Bridge Road  
Blackville, SC 29817

**GRADES** K-6 Elementary School

**ENROLLMENT** 449 Students

**PRINCIPAL** William A. Owen 803-284-3318

**SUPERINTENDENT** William A. Sandifer 803-284-2234

**BOARD CHAIR** Evelyn Coker 803-284-2224

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	16	69	39	2

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Below Average	N/A
<b>2002</b>	Below Average	Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Average	No

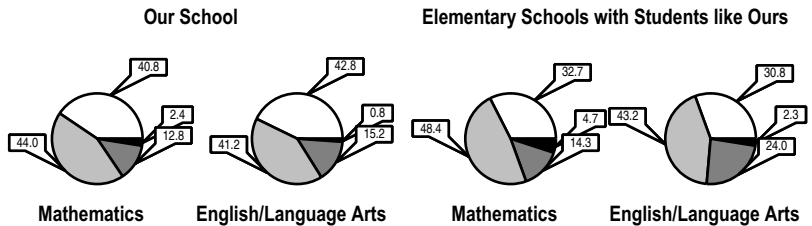
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

74.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	250	98.8	42.1	41.7	15.4	0.8	25.9	Yes	Yes
<b>Gender</b>									
Male	133	98.5	49.6	36.6	13.0	0.8	22.9		
Female	117	99.2	33.6	47.4	18.1	0.9	29.3		
<b>Racial/Ethnic Group</b>									
White	44	100.0	34.1	36.4	27.3	2.3	43.2	Yes	Yes
African-American	205	98.5	43.6	43.1	12.9	0.5	22.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	184	100.0	31.5	47.8	19.6	1.1	32.6		
Disabled	66	95.5	73.0	23.8	3.2	0.0	6.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	250	98.8	42.1	41.7	15.4	0.8	25.9		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	250	98.8	42.1	41.7	15.4	0.8	25.9		
<b>Socio-Economic Status</b>									
Subsidized meals	217	98.6	43.9	42.5	12.6	0.9	22.9	Yes	Yes
Full-pay meals	33	100.0	30.3	36.4	33.3	0.0	45.5		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	250	98.4	39.8	44.7	13.0	2.4	25.6	Yes	Yes
<b>Gender</b>									
Male	133	97.7	36.2	47.7	13.8	2.3	23.1		
Female	117	99.2	44.0	41.4	12.1	2.6	28.4		
<b>Racial/Ethnic Group</b>									
White	44	100.0	34.1	34.1	25.0	6.8	40.9	Yes	Yes
African-American	205	98.1	40.8	47.3	10.4	1.5	22.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	184	100.0	32.1	49.5	15.8	2.7	31.0		
Disabled	66	93.9	62.9	30.6	4.8	1.6	9.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	250	98.4	39.8	44.7	13.0	2.4	25.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	250	98.4	39.8	44.7	13.0	2.4	25.6		
<b>Socio-Economic Status</b>									
Subsidized meals	217	98.2	41.3	43.2	12.7	2.8	23.9	Yes	Yes
Full-pay meals	33	100.0	30.3	54.5	15.2	0.0	36.4		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	54	100.0	44.7	34.0	19.1	2.1	21.3
	<b>Grade 4</b>	77	100.0	53.4	32.9	13.7	N/A	13.7
	<b>Grade 5</b>	73	100.0	57.1	36.5	6.3	N/A	6.3
	<b>Grade 6</b>	59	100.0	43.4	41.5	15.1	N/A	15.1
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	60	98.3	33.9	40.7	23.7	1.7	25.4
	<b>Grade 4</b>	60	96.7	31.0	51.7	17.2	N/A	17.2
	<b>Grade 5</b>	66	100.0	53.0	36.4	10.6	N/A	10.6
	<b>Grade 6</b>	64	100.0	48.4	39.1	10.9	1.6	12.5
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	54	100.0	21.3	61.7	12.8	4.3	17.0
	<b>Grade 4</b>	77	100.0	50.7	41.1	8.2	N/A	8.2
	<b>Grade 5</b>	73	98.6	66.7	27.0	6.3	N/A	6.3
	<b>Grade 6</b>	59	96.6	36.5	46.2	13.5	3.8	17.3
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	60	98.3	37.3	49.2	13.6	N/A	13.6
	<b>Grade 4</b>	60	95.0	33.3	49.1	14.0	3.5	17.5
	<b>Grade 5</b>	66	100.0	51.5	39.4	6.1	3.0	9.1
	<b>Grade 6</b>	64	100.0	35.9	42.2	18.8	3.1	21.9
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 449)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	8.6%	Up from 7.4%	4.0%	2.7%
Attendance rate	95.5%	Up from 92.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.7%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.5%		5.4%	3.5%
Eligible for gifted and talented	9.8%	Down from 13.4%	5.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.2%	Up from 10.2%	8.0%	8.2%
Older than usual for grade	2.7%	Down from 2.8%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	22.2%	Up from 18.9%	48.5%	51.4%
Continuing contract teachers	77.8%	Up from 70.3%	82.0%	87.5%
Highly qualified teachers**	88.9%	N/A	92.8%	95.0%
Teachers with emergency or provisional certificates	3.3%		2.9%	0.0%
Teachers returning from previous year	82.5%	Up from 82.4%	83.9%	86.7%
Teacher attendance rate	93.5%	Down from 94.0%	94.7%	94.9%
Average teacher salary	\$37,398	Up 11.4%	\$39,933	\$40,760
Prof. development days/teacher	12.2 days	Down from 13.7 days	13.3 days	12.4 days

School

Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 17.0 to 1	17.2 to 1	18.9 to 1
Prime instructional time	87.5%	Up from 85.5%	89.3%	90.0%
Dollars spent per pupil*	\$6,895	Up 18.6%	\$6,628	\$6,044
Percent of expenditures for teacher salaries*	60.3%	Down from 62.6%	64.3%	65.9%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 49.1%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The school year of 2003-2004 has been one of many challenges as well as high expectations for student achievement. Our teachers have had two very helpful years from the State Department of Education's Teacher Specialists. We have been blessed with some of the finest teachers from across the state in this program, assisting some of the finest teachers in our area, our teachers. The Specialists have introduced numerous instructional strategies to our teachers and to our students. The future for our students is bright. Our teachers have visited schools in the state, through the contacts of the Teacher Specialists, who are achieving high goals with similar student populations. The confidence of our instructional staff is evident by the actions and attitudes of our students. There is more of an "I can do this" attitude exhibited by all, teachers and students.

We have had fun this year encouraging our students to read more. Mr. Owen agreed to dress up as a woman again as an incentive to get the students to read. What a wonderful sport he has been in this effort.

Next year, 2004-2005, we will not have the Teacher Specialists at Macedonia; our teachers are ready to go it on their own with a renewed sense of confidence and purpose. Our teachers are using new teaching methods that offer the students new approaches to learning and applying their newfound knowledge.

The new year will also be one where we will be making significant changes in our School Renewal Plan to begin a new five-year cycle and the input of parents is needed and encouraged. Please contact the school for the opportunity to have input during this renewal period.

We are looking forward to the new year and to the PACT scores release. Please make every effort to visit the school, find out what the expectations are of your child and then assist us in meeting these expectations and the education of your child. The future is bright.

William A. Owen, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	18	66	29
Percent satisfied with learning environment	61.1%	78.8%	71.4%
Percent satisfied with social and physical environment	94.4%	81.5%	65.5%
Percent satisfied with home-school relations	5.6%	82.8%	57.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.